YONKERS PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
EARLY COLLEGE STUDIES

"Always Moving Forward"

Dr. Edwin M. Quezada, Superintendent of Schools
Ed DeChent, Principal

November 4, 2016

Introduction

Dr. Edwin M. Quezada

Creating a Foundation for Success:
Innovation, Inspiration, Excellence for All

About Our School

FAQs

- 33 College Link courses offered through local colleges
- 516 students were enrolled in one or more College Link courses
- Approximately 55% of students earned one or more college credits
- Approximately 48% of Seniors were accepted to 4 year colleges

ROOSEVELT HIGH SCHOOL
SHARKS

Theory in Action

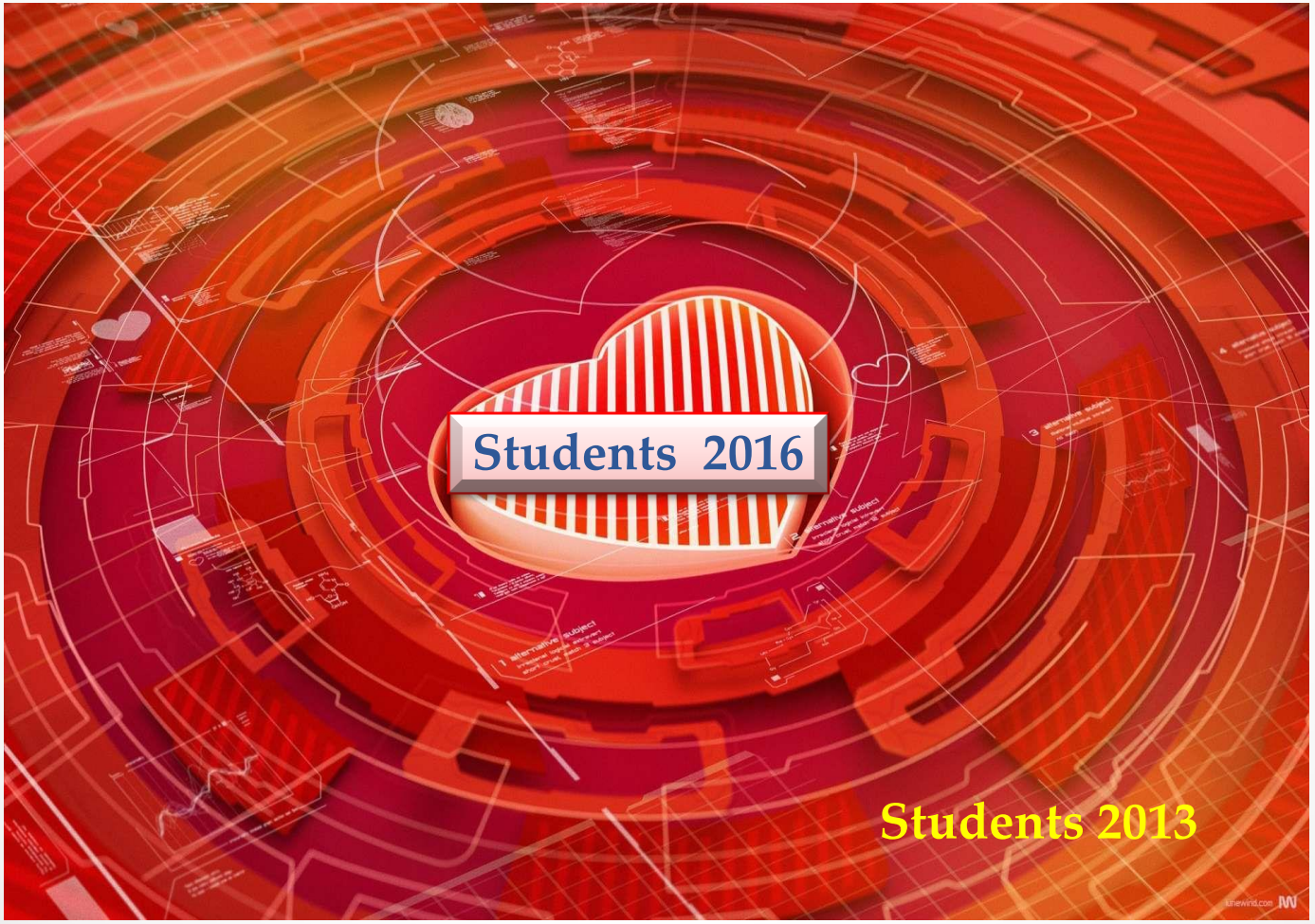
Revolutionary and Evolutionary: The Effective Schools Movement

- Instructional Leadership
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home-School Relations
- Opportunity to Learn and Student Time on Task

Lawrence W. Lezotte, Ph.D, National Education Consultant

Roosevelt's *HEART*

From Adult-Centered to Student-Centered



Road 2 Success

Great Teaching and Learning

Professional Development

Data Collection

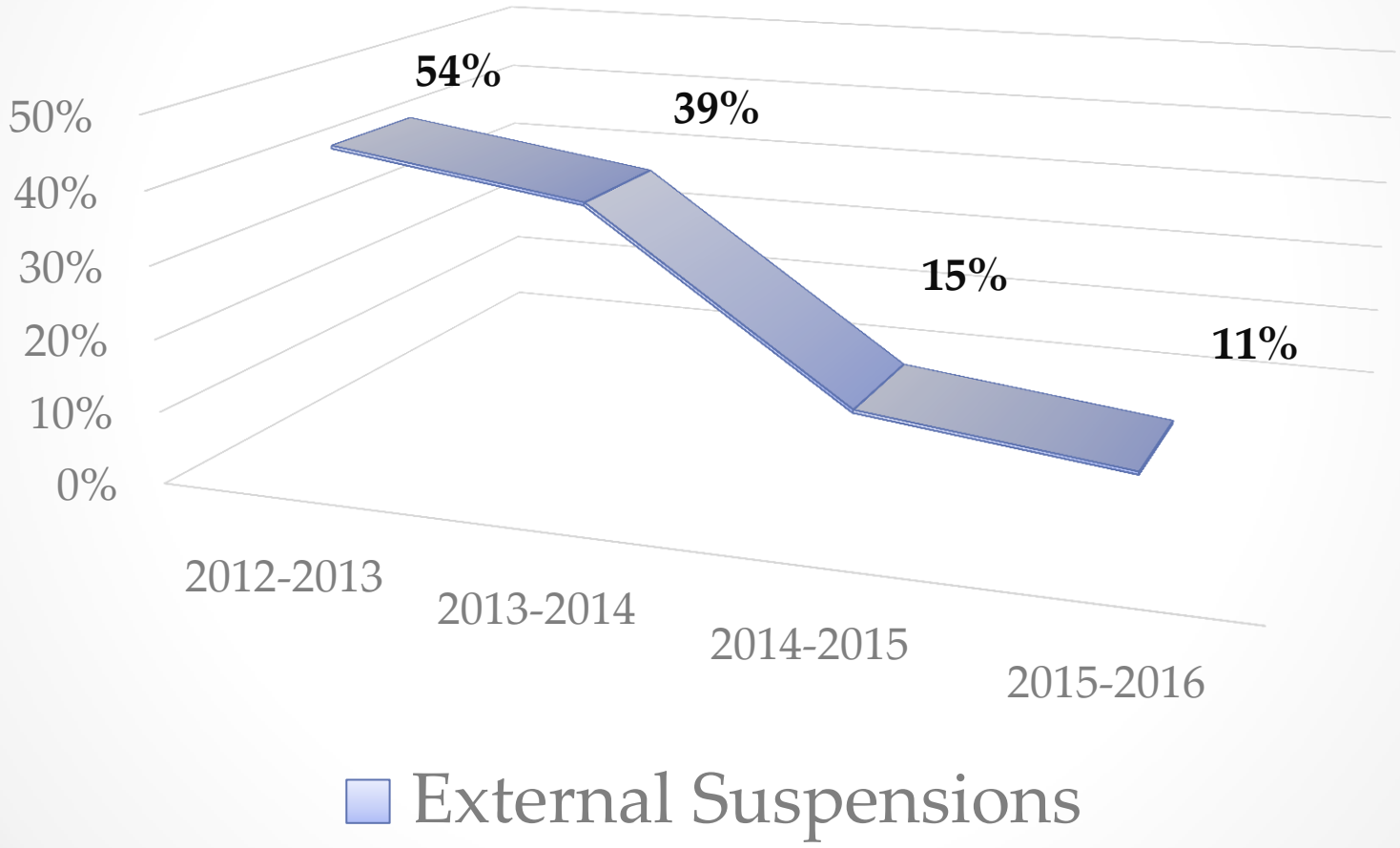
Student Support Services

Professional Learning Communities

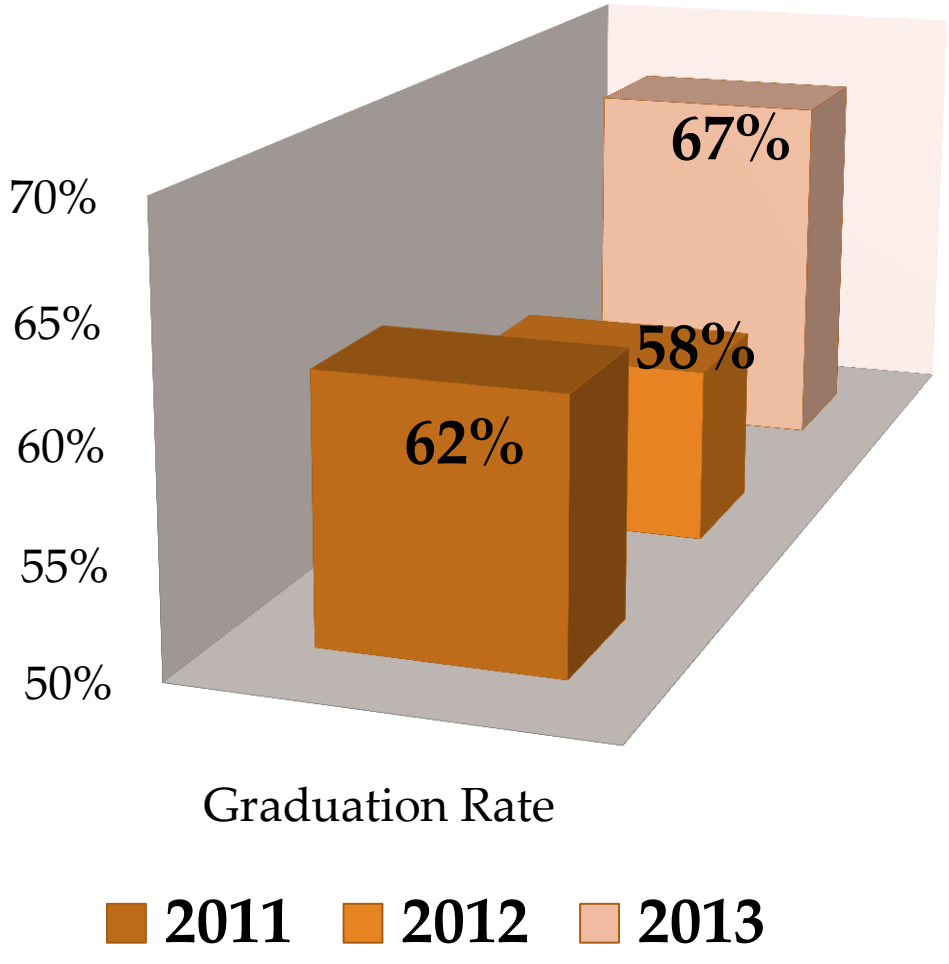
Strong Adult-Student Relationships

Parental Involvement

School Safety



Before School Safety

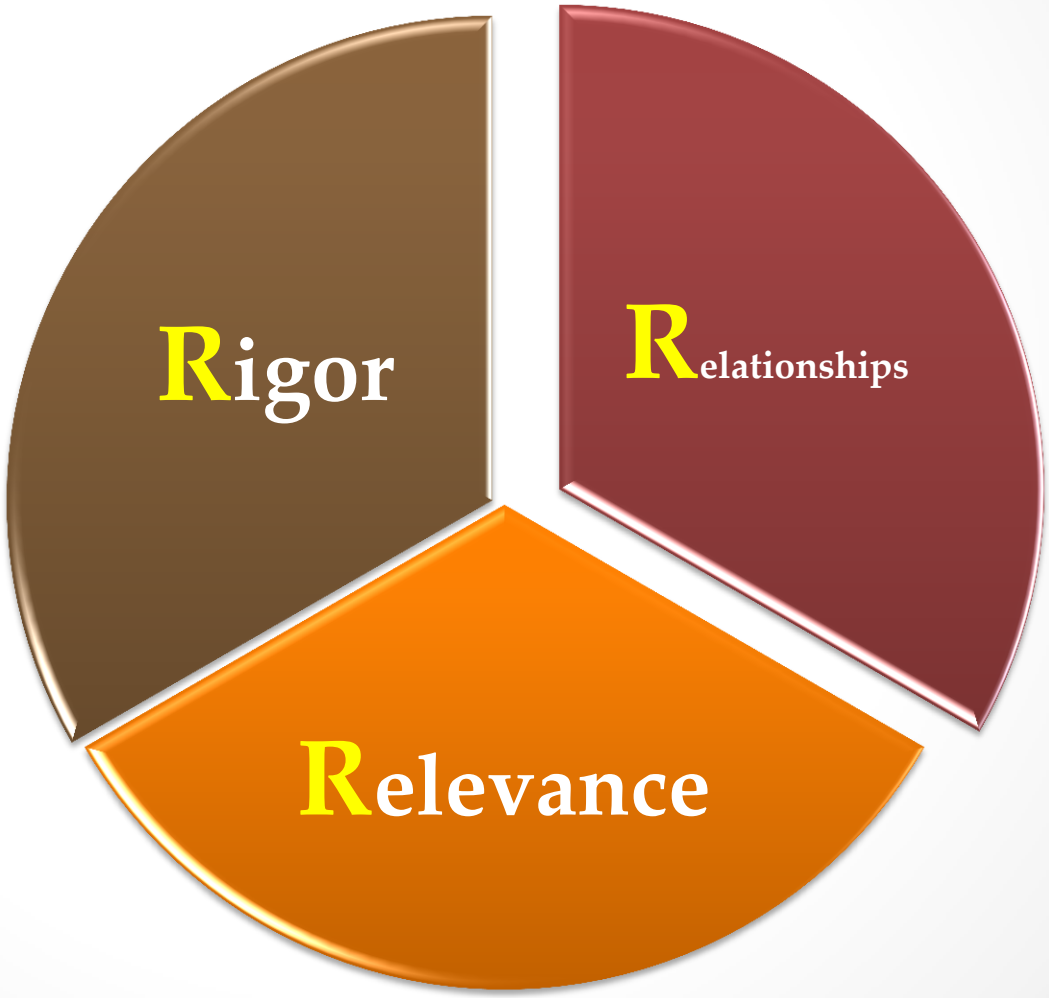


Safe and Orderly Environment

- Teachers greet students at the door
- Bell to Bell instruction
- Semester courses with double periods
- Mental Health Clinic to address social/emotional issues
- Project Smile
- Get on Track Mentoring for students at-risk of not meeting graduation requirement

4 Rs of Secondary Education

4th Restorative Approach

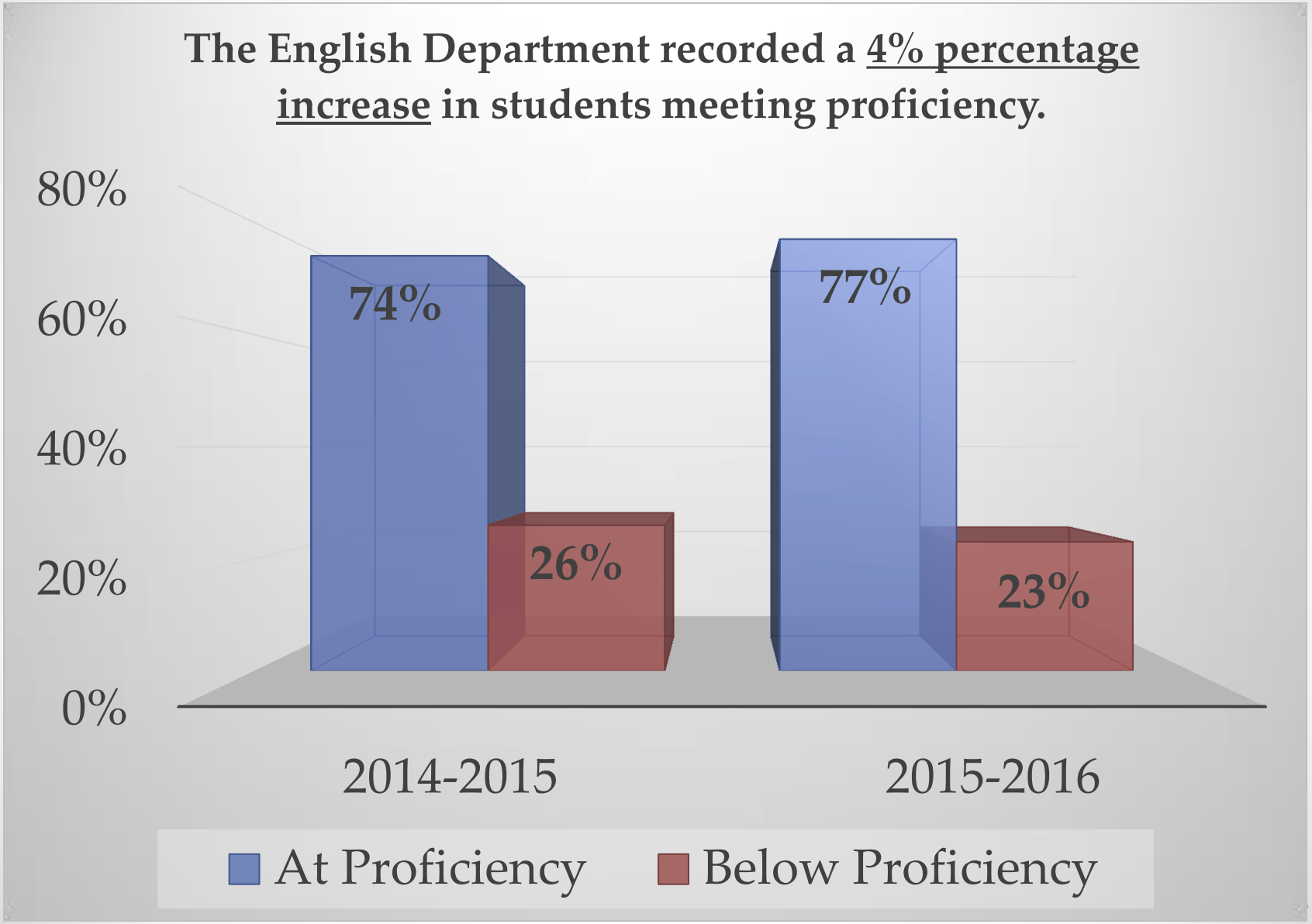


Data Collection

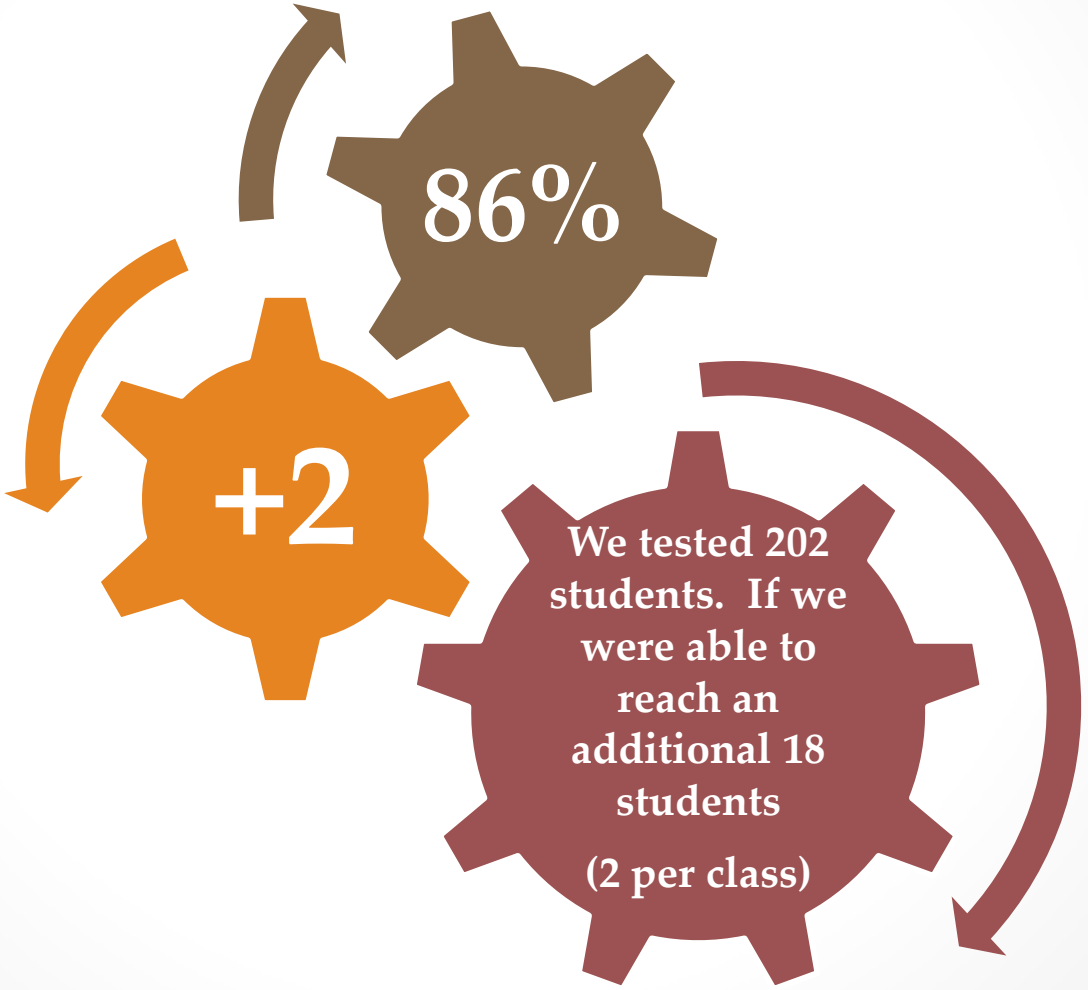
Frequent Monitoring of Student Progress and Climate of High Expectations

- Data team
- Observation and feedback cycle
- Quarterly assessments
- Monitoring of lateness and attendance with follow up
- Academic intervention for Regents review and Credit recovery in all grades
- Strategic scheduling based on student needs
- Early intervention through Early Warning signs reports

CC English Language Arts

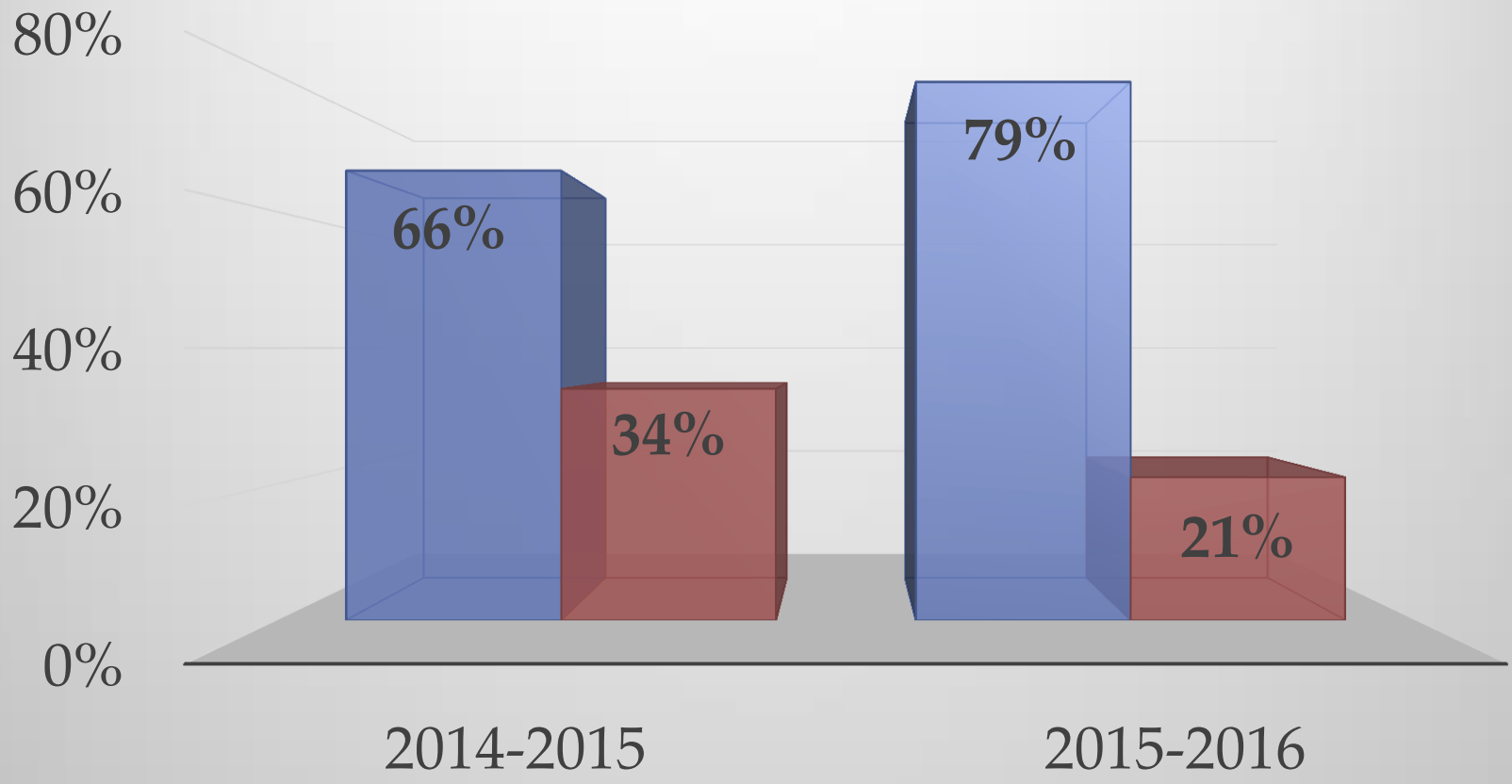


CC ELA 2 Succeed



Living Environment

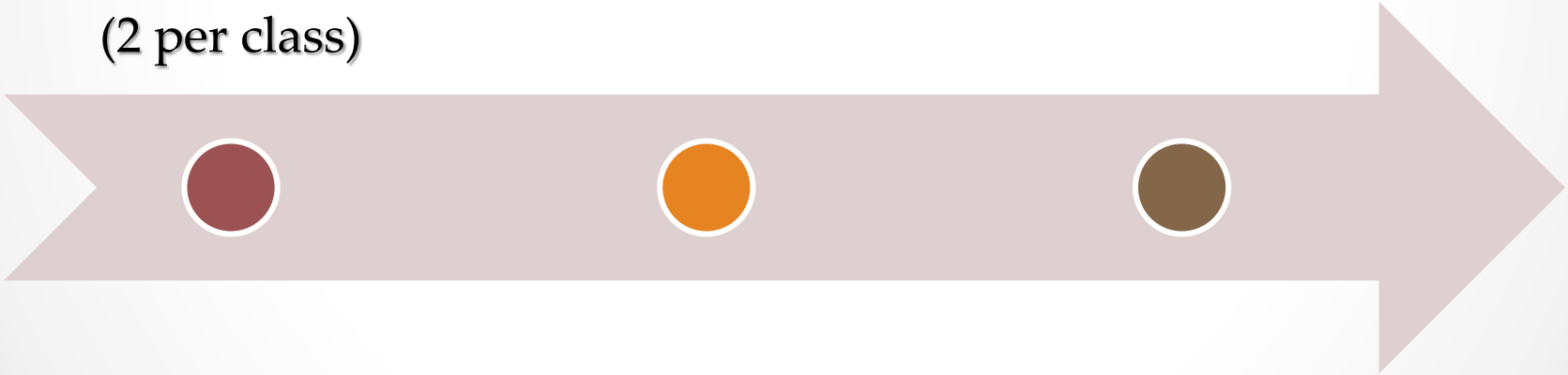
The Science Department recorded a <u>20% percentage increase</u> in students meeting proficiency.



Living Environment 2
Succeed

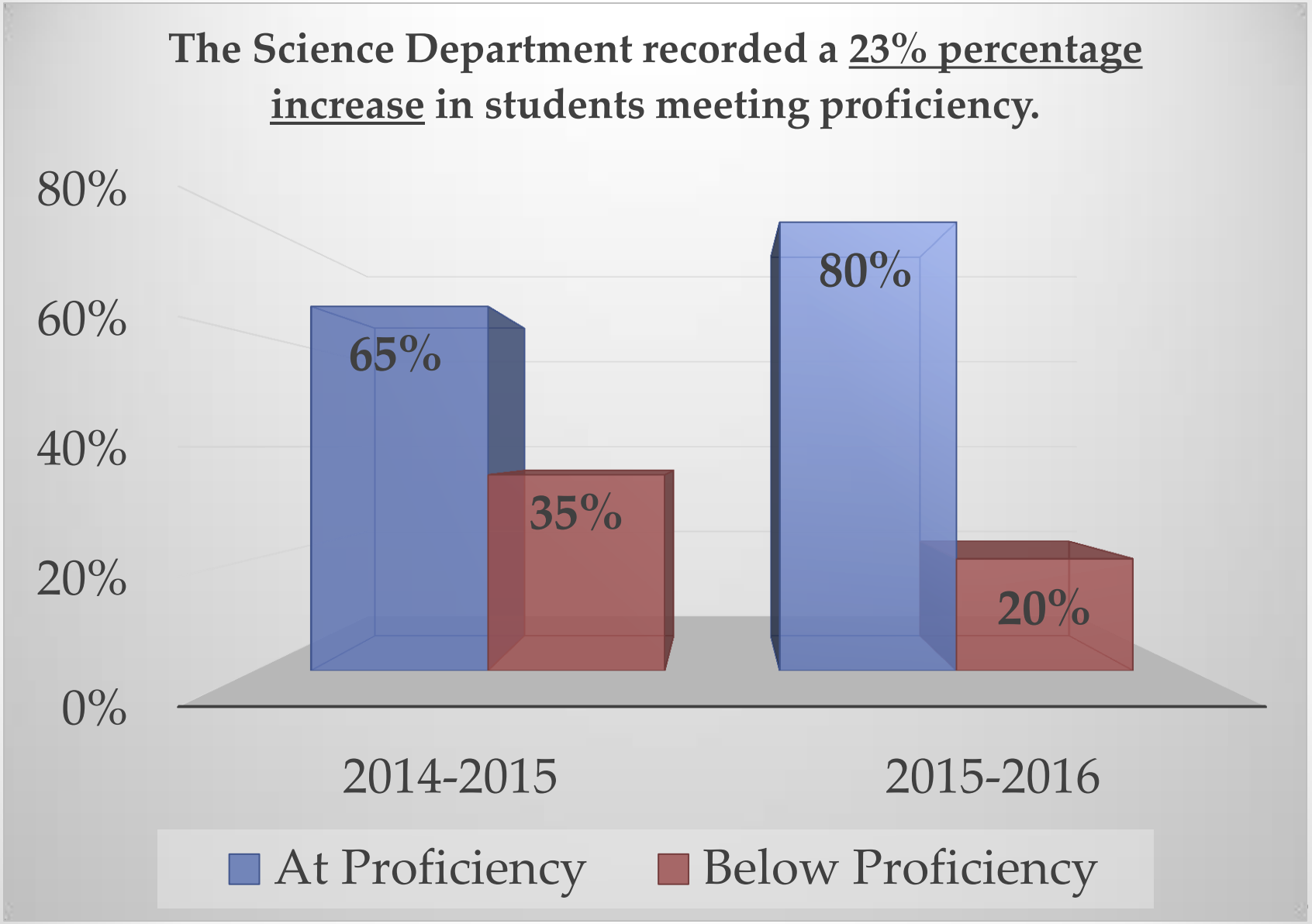
We tested 249 students. If we were able to help an additional 24 (2 per class)

89%

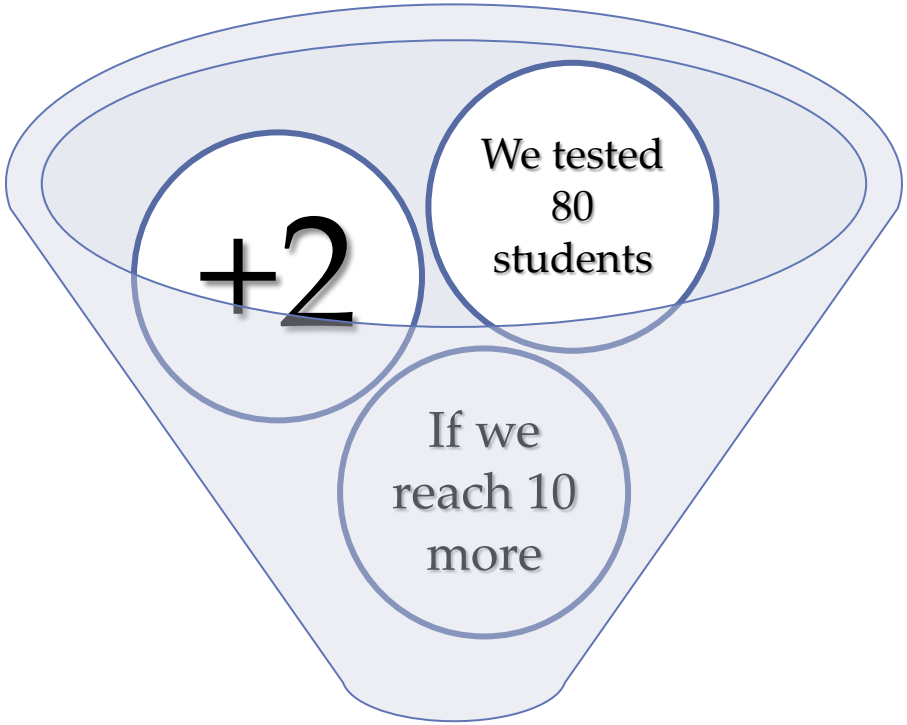


+2

Physical Settings Earth Science

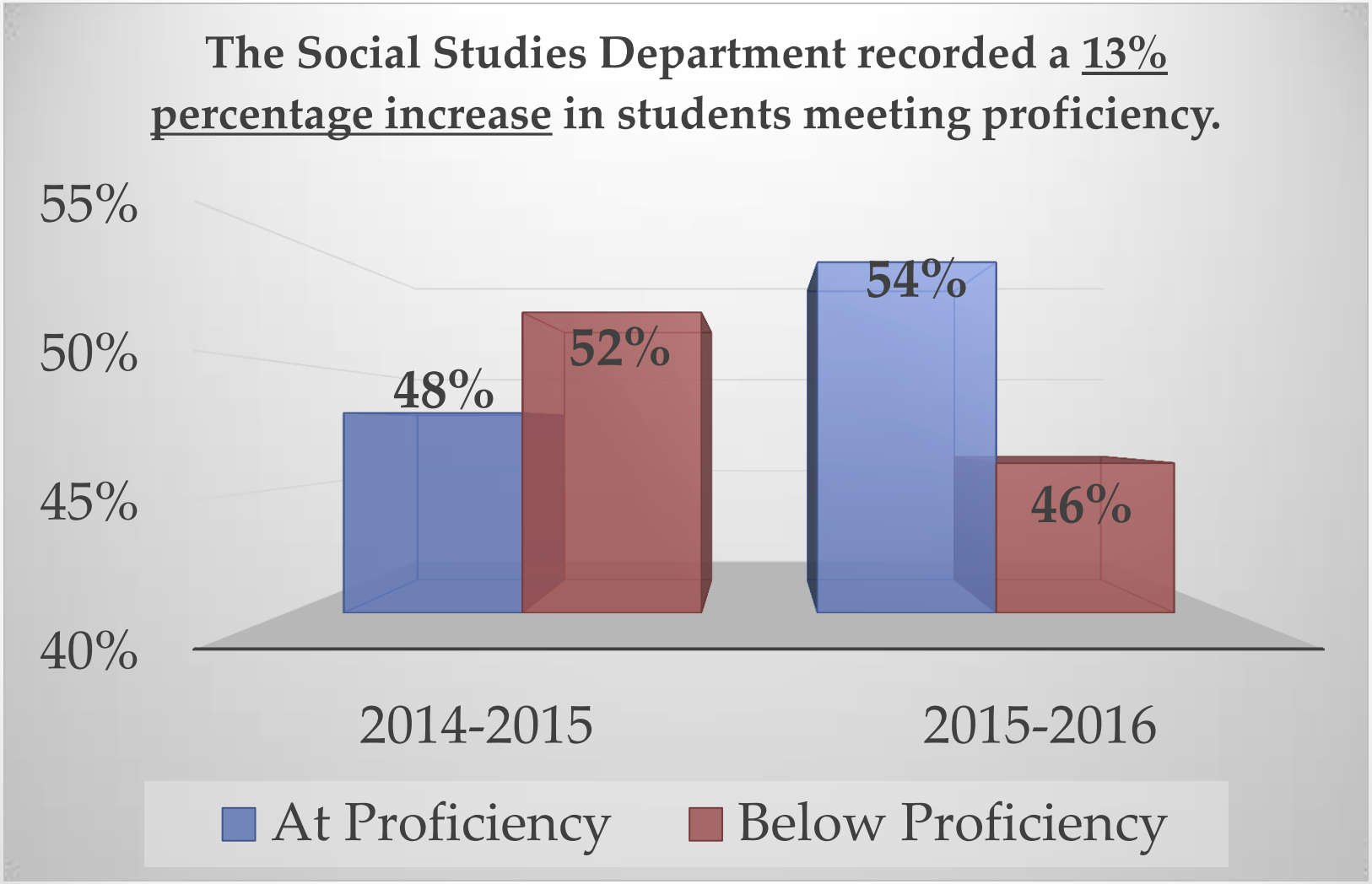


Earth Science 2 Succeed

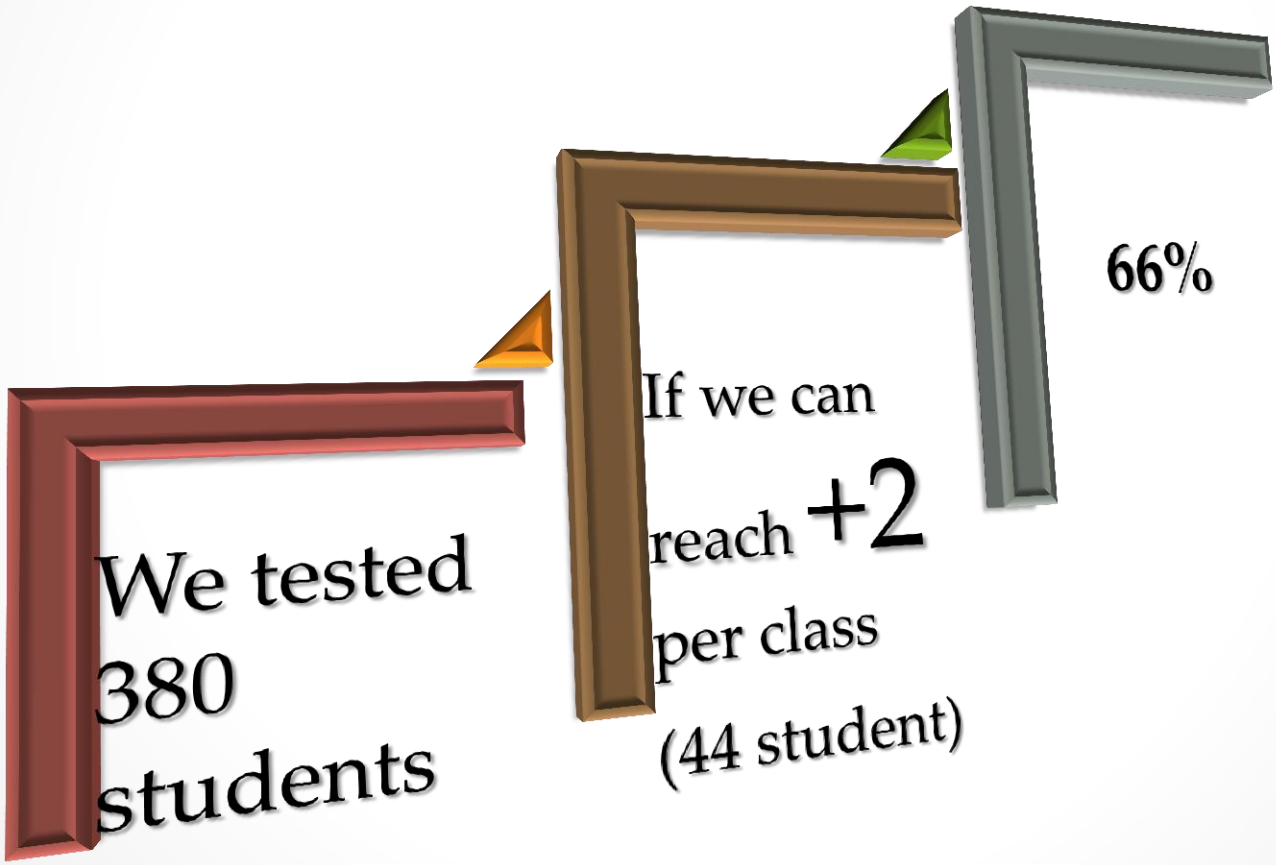


93%

Global History & Geography

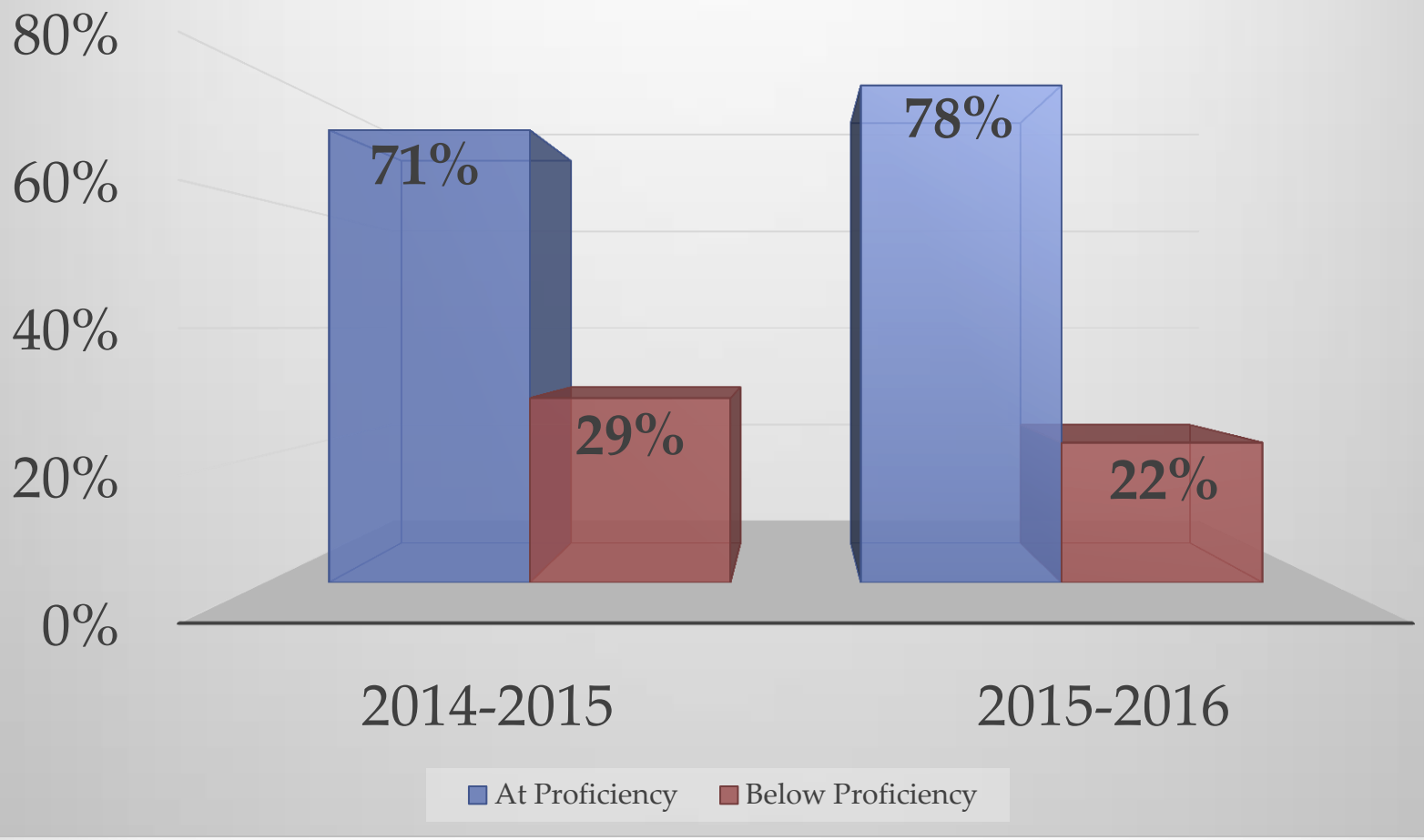


Global History 2

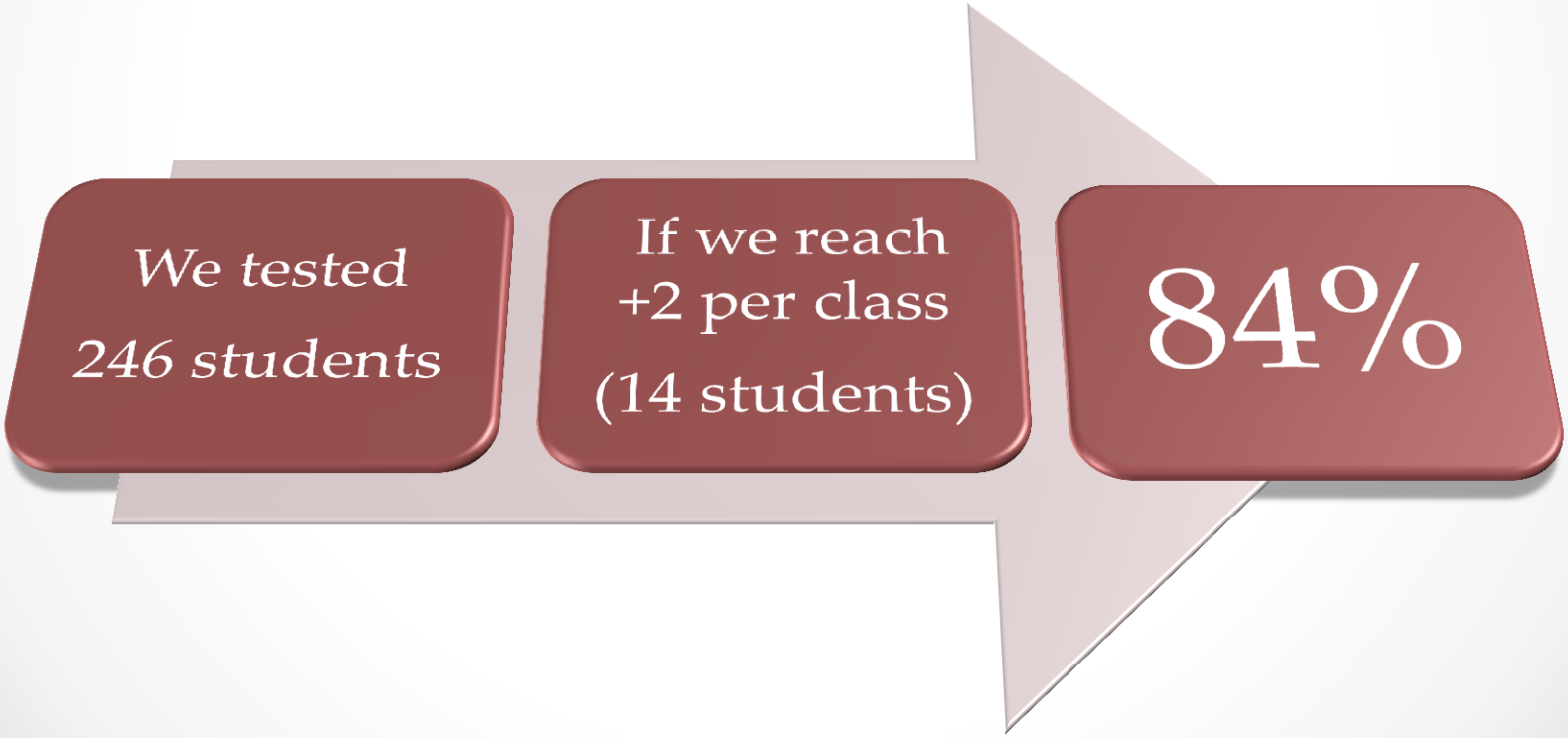


U.S. History & Government

The Social Studies Department recorded a 10% percentage increase in students meeting proficiency.

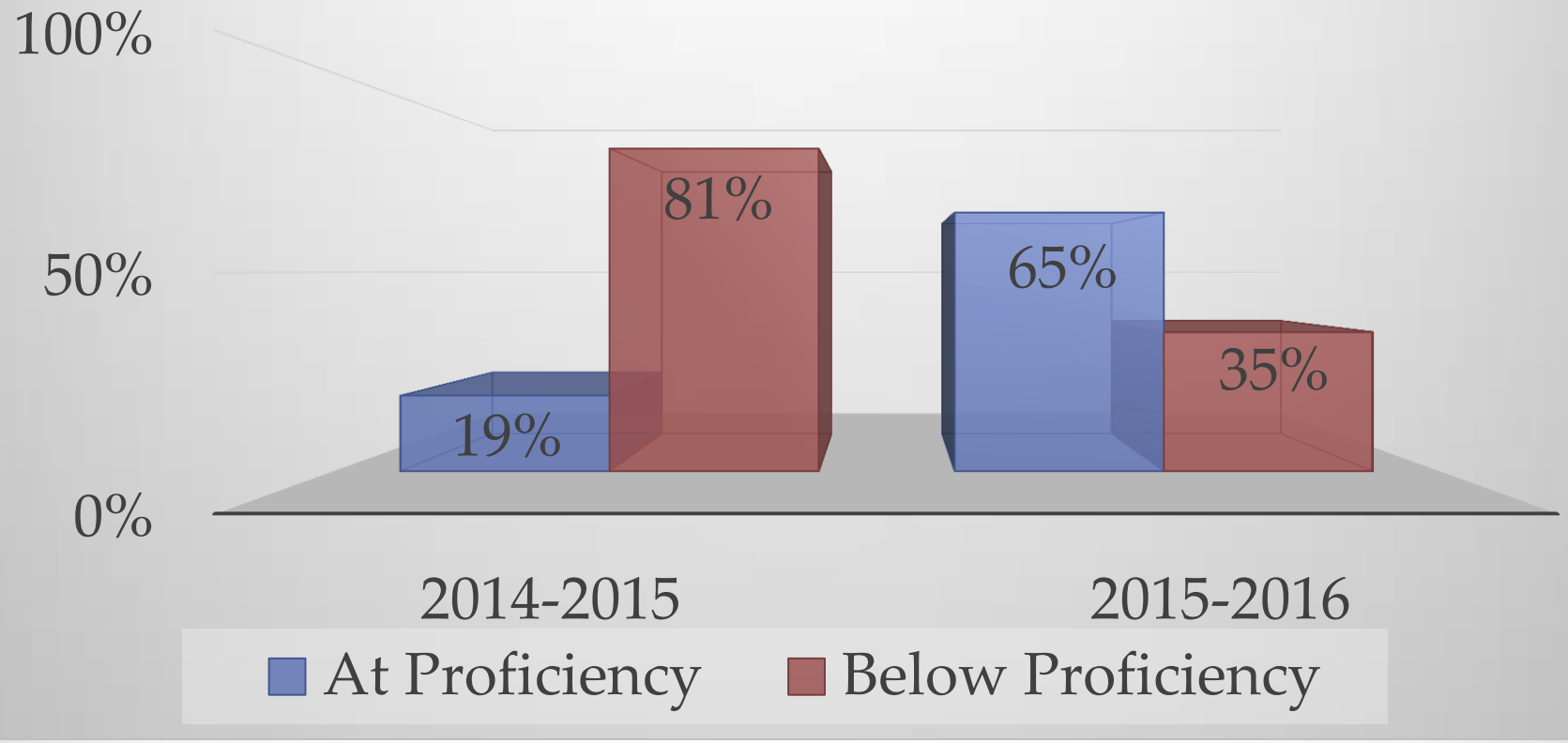


U.S History 2
Government

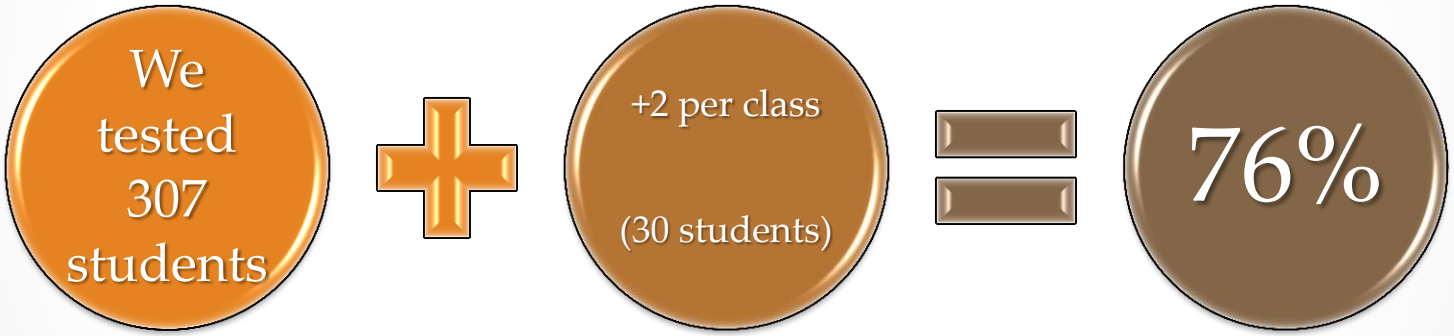


Common Core Algebra

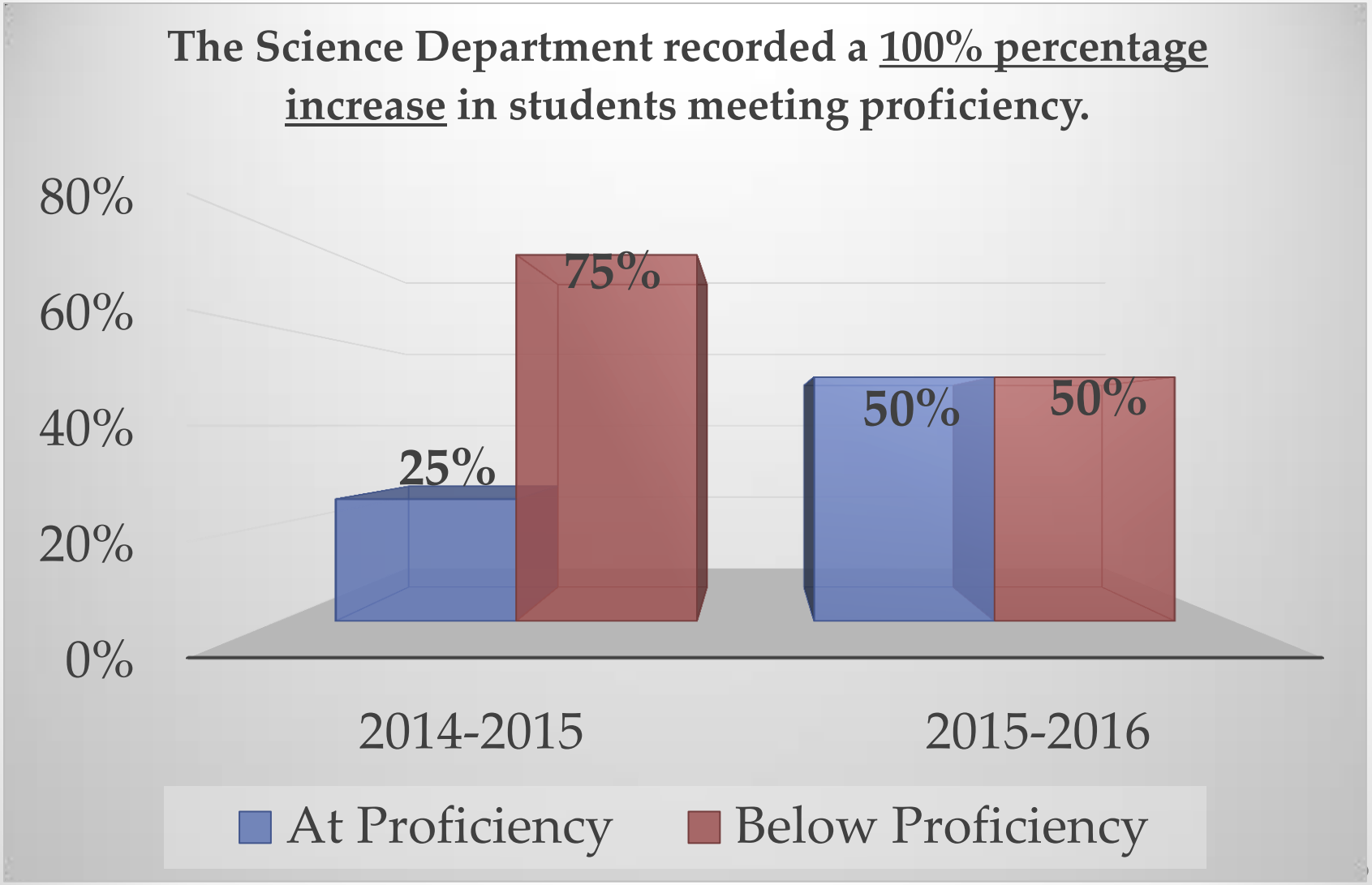
The Mathematics Department recorded a <u>242%</u> <u>percentage increase</u> in the number of students meeting proficiency.



C+C=2 Algebra

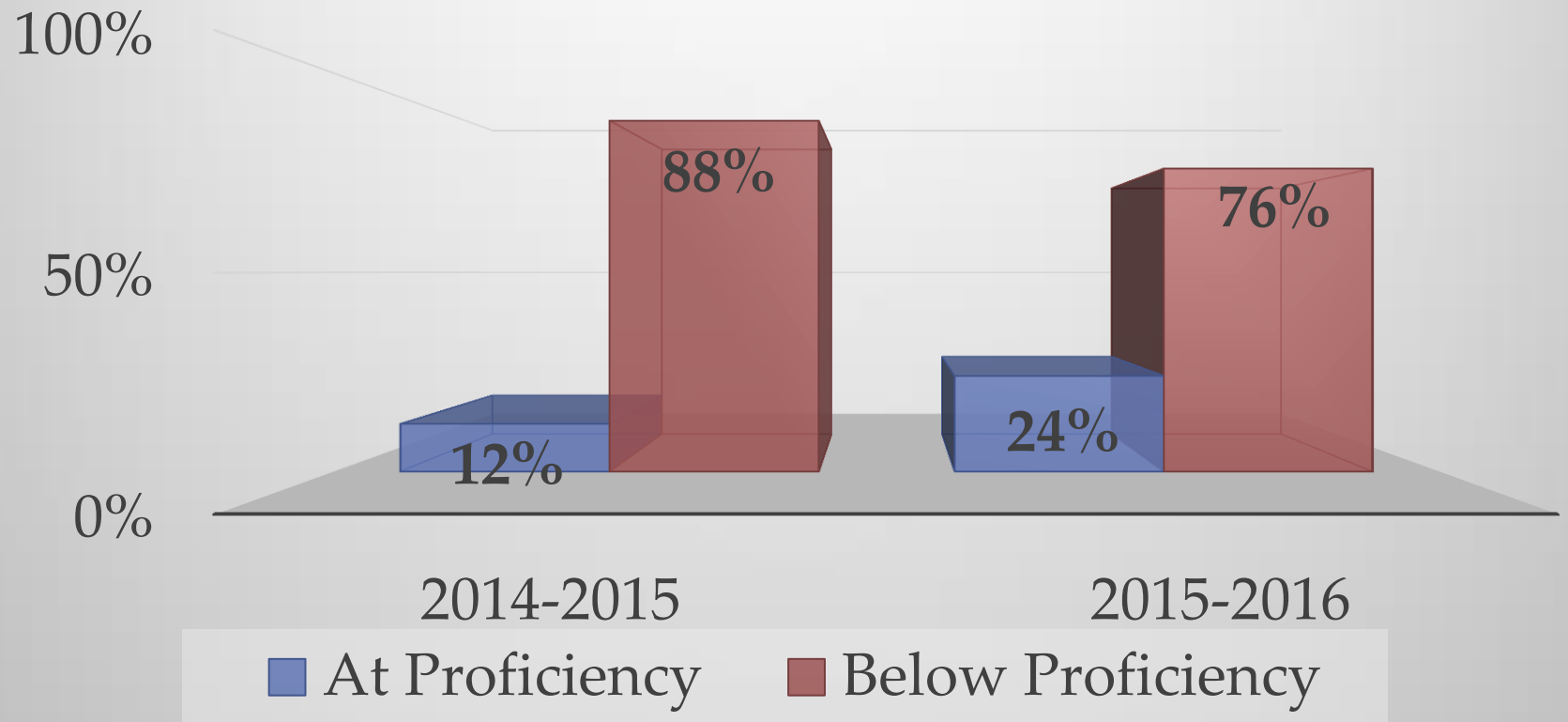


Physical Setting Chemistry

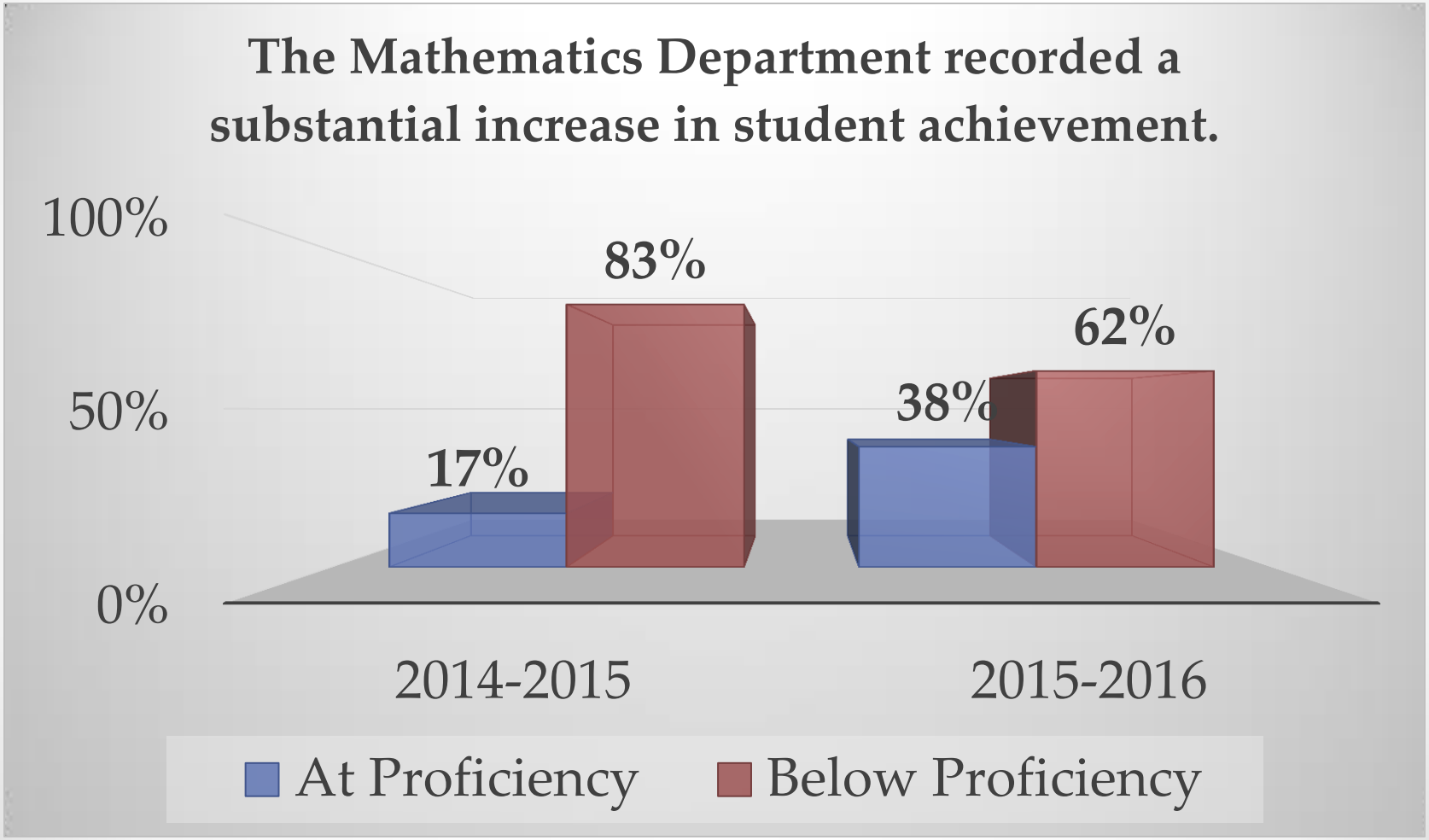


CC Geometry

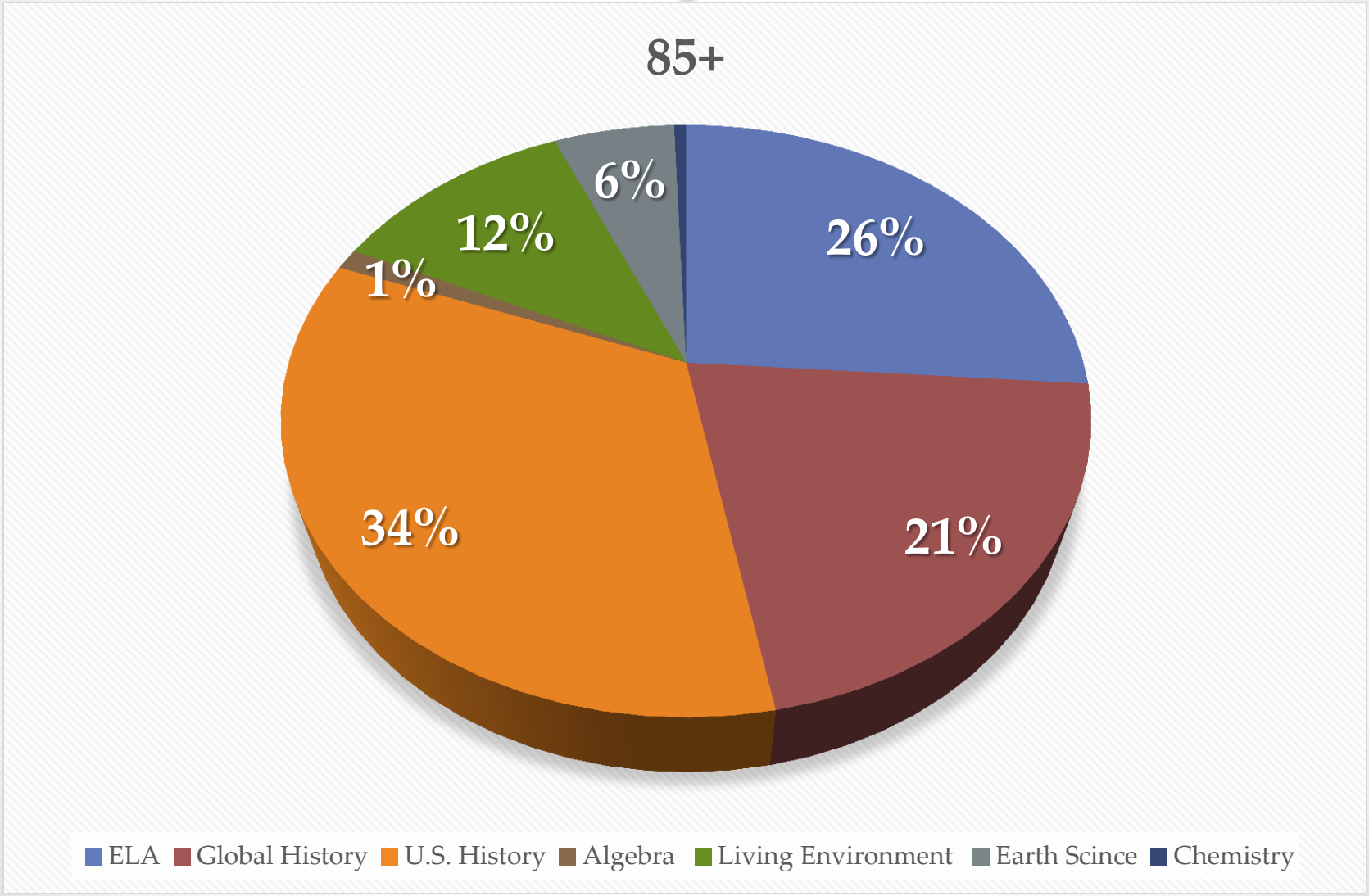
The Mathematics Department recorded a 100% percentage increase in the number of students meeting proficiency.



Algebra II Trigonometry (2005 Standard)



Mastery Level



Professional Learning Communities

Instructional Leadership and Clear and Focused Mission

- Implementation of team models and common planning
- Professional Development during Staff Meetings
- Professional Development Team
- On-going teacher-led professional development
- Student-centered approach
- Peer-to-Peer observations
- Curriculum refinement to improve rigor and relevance through Career and Technical Education

Instructional Leadership

- **Keeping Learning on Track**
- **Thinking Maps**
- **EDWorks** has designed a system of embedded professional development and leadership experiences focused on delivering school wide improvements in student engagement, teaching practice and instructional support in persistently low-performing sites. The system is proven to accelerate learning outcomes in some of the country's most challenging schools.
- **EDWorks** provides teachers and administrators instructional strategies for high payoff wins for greater student success, including brain based research, literacy across the curriculum, Backwards Unit Design, and Common Core standards alignment;
- **EdWorks** guides schools as they infuse Smart Scholars Early College High School principles to ensure that a rigorous course of study is designed for students in Smart Scholars classes.

Instructional Leadership

- **Smart Scholars** in 2009 in collaboration with Westchester Community College supported a cohort of 40 students through an early college high school that provides students with the opportunity to accelerate the completion of their high school studies while earning a minimum of twenty-four and up to sixty transferable college credits at the same time.
- **Smart Scholars** targets students who are traditionally underrepresented in post-secondary education. Students receive additional academic support from the school/college partnerships to ensure they are at grade level and ready to participate in rigorous high school and collegiate courses. This "dual or concurrent enrollment" program serves to increase high school graduation and college completion rates, while reducing student tuition costs as a result of the compressed time needed to complete a college degree.

What are Thinking Maps?

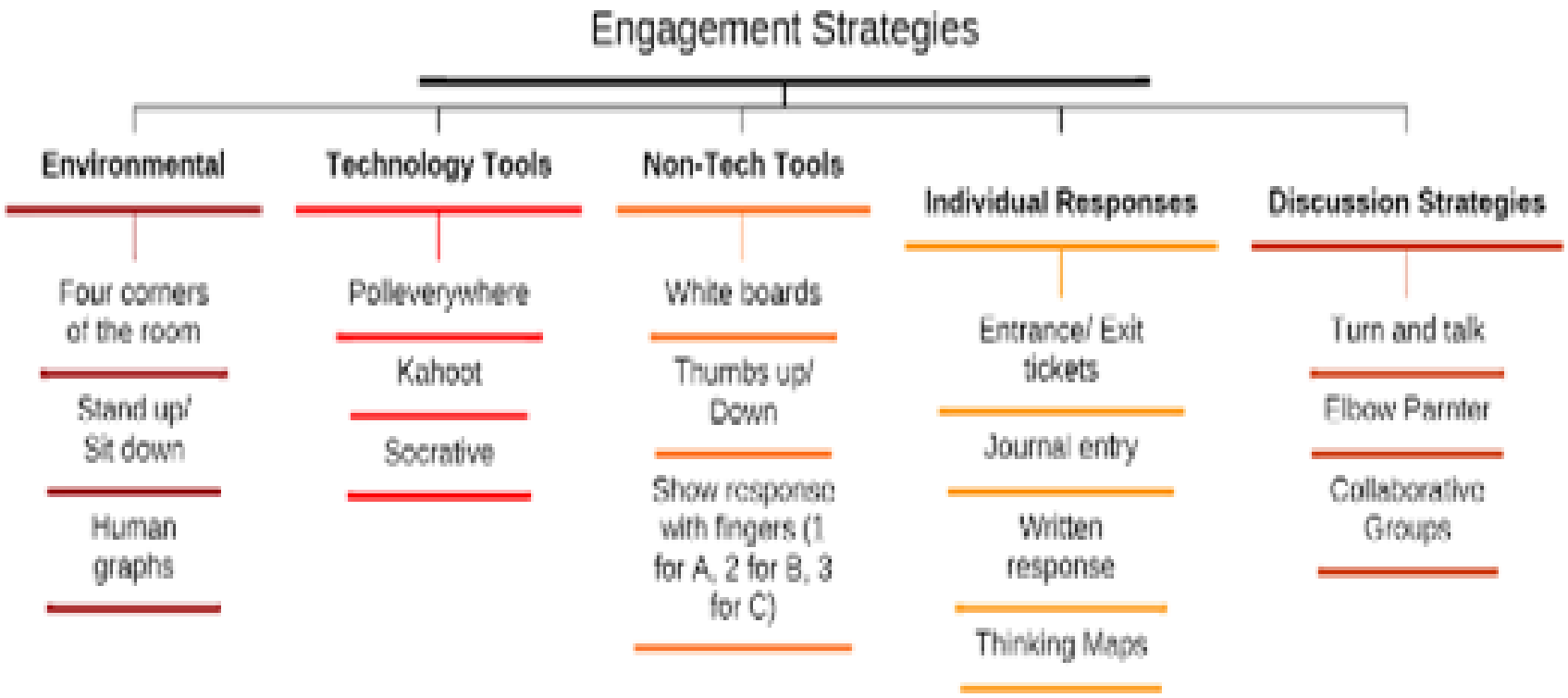
- **Thinking Maps** are eight visual-verbal learning tools that provide students at Roosevelt High School ECS with the skills needed to be independent thinkers, problem solvers and decision makers.
  Each Thinking Map provides a common visual language for students and teachers.

Moving Forward for Students

Magnet programs to enrich instruction meeting the needs of students

- **Career and Technical Education** - Automotive, TV Production and Graphic Design
- **Yonkers International Academy -** Grades 9 & 10 newcomer program with English as a New Language component
- **Academy of Achievers** – serving Autistic students

Additional Professional Uses



Tree Map: Different Strategies for Student Engagement

http://www.marzanocenter.com/blog/article/5-ways-to-incorporate-student-monitoring-into-lessons-with-examples/

Final thoughts…

- **Thinking Maps** are one of the many tools used at Roosevelt High School Early College Studies to promote metacognition amongst our students and to teach students to think and reason independently.

- **Thinking Maps** also serve as tools for formative and summative assessment by gauging student progress while lending to differentiation and supporting student critical thinking skills.

Common Planning

- Engage in discussion about students on their caseload and hold parent meetings
- Plan interdisciplinary units of study and establish cross-disciplinary teaching practices
- High quality/teacher-led professional development
- Participate to Data Collection and data review process on a regular basis

Grade 9
Grade 10
w/ ENL component
Academy of Achievers
Yonkers International Academy (nice graph)

Parental Involvement

Positive-Home School Relationships

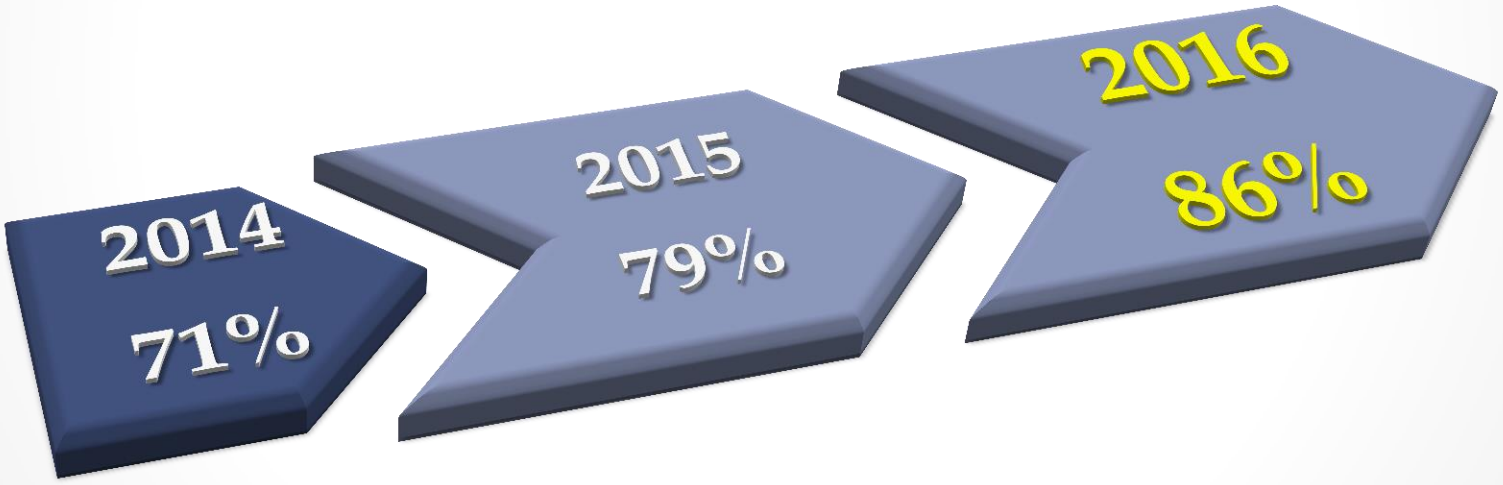
- Community School Model – bi-weekly events to bring families together: Family Recreation Fridays, Community Unity Carnival for Autism, Community Closet
- Strengthened home-school communication through Software and APPs
- Parent Center - open all day with computer and Wi-Fi access
- Workshops that meet the needs of our school community
- Nepperhan Community Center Partnership

Student Support Services

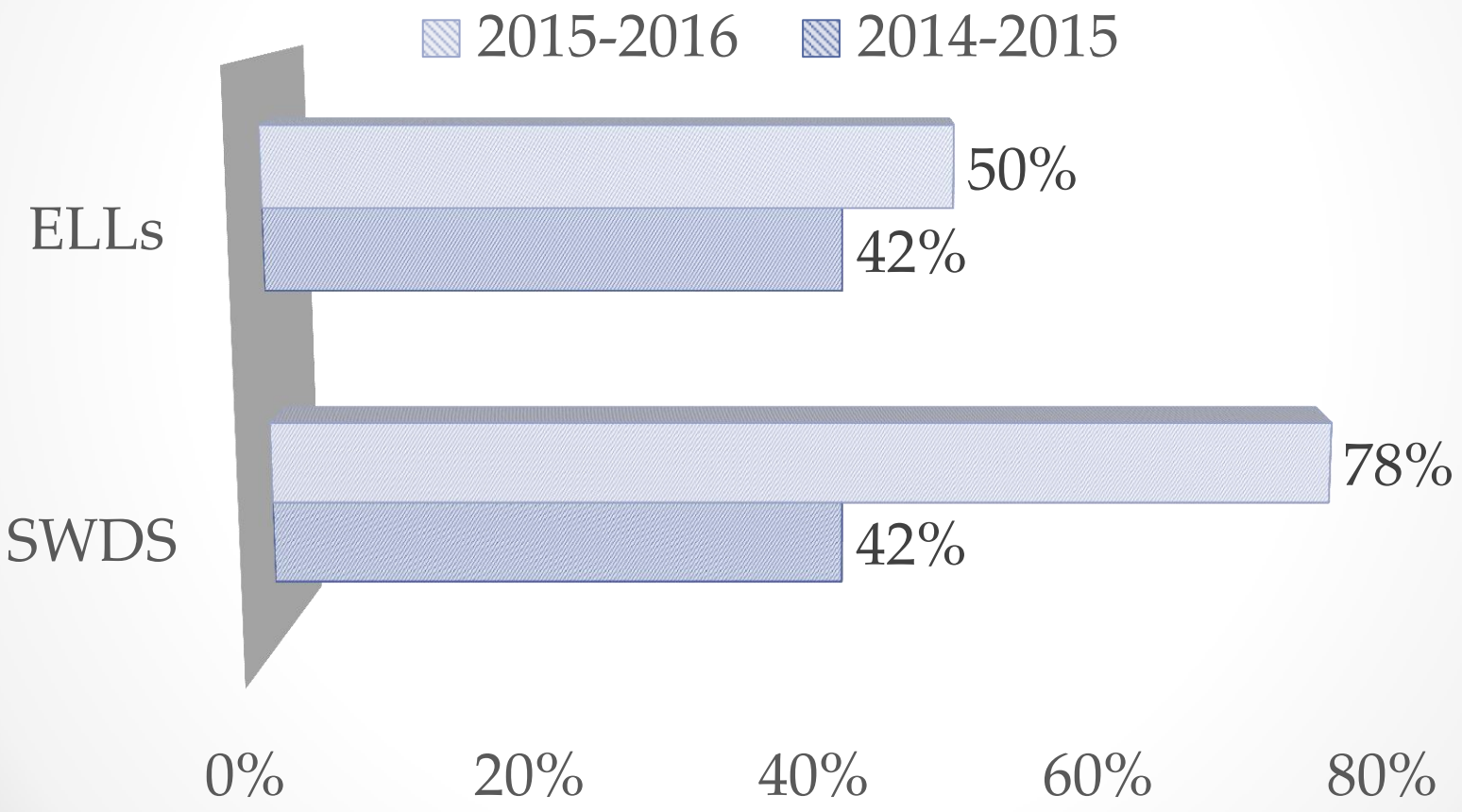
Opportunity to Learn and Student Time on Task

- Student-centered learning environment that contributed to positive school climate
- Student recognition
- Student involvement in recreational activities and school events
- YPIE College Center
- Reflection program for Restorative Practice approach
- Prevention rather than intervention

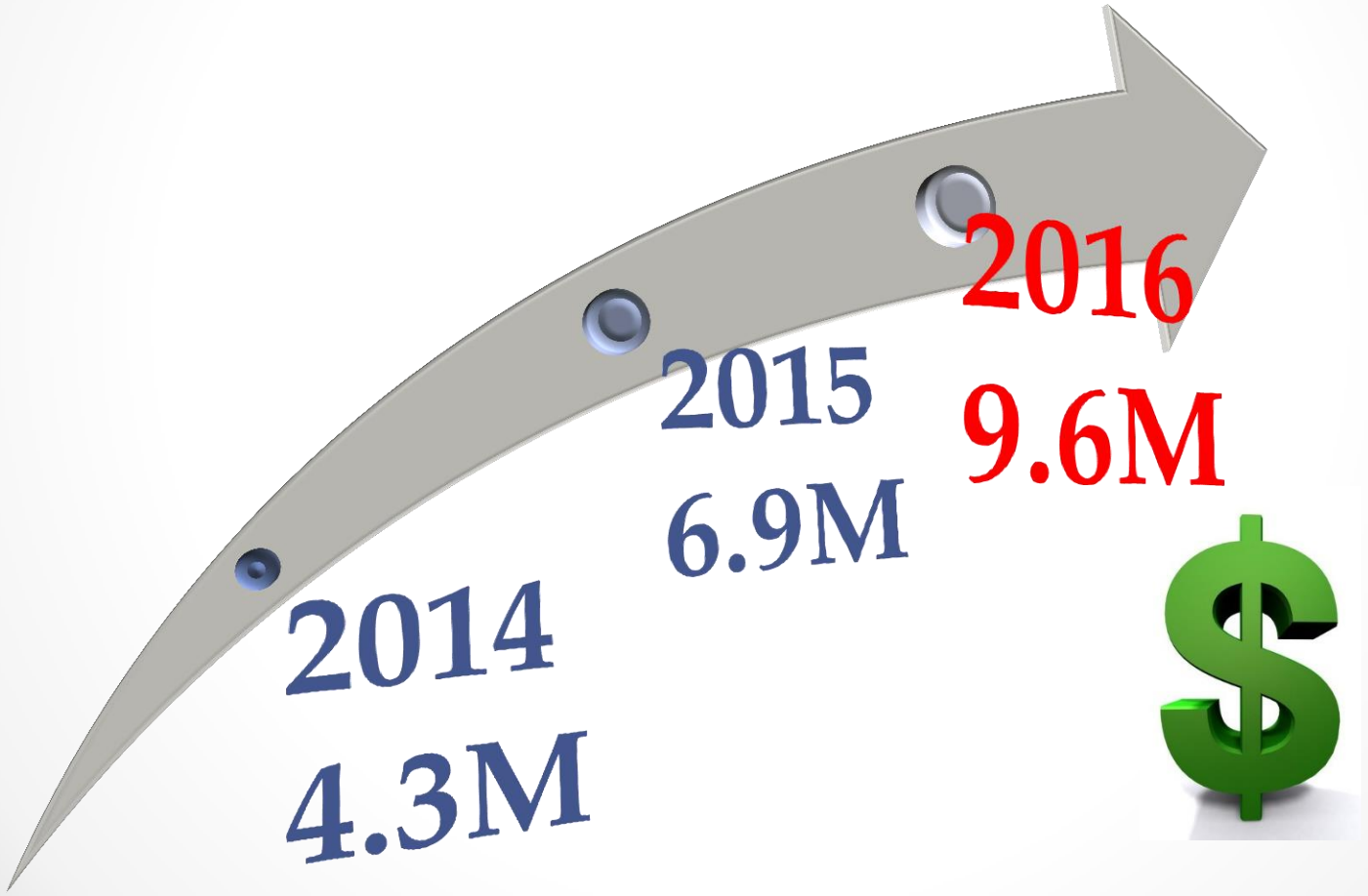
RHS- ECS Graduation



Graduation Rate Sub-Groups



Scholarship Total



Indicator Code	Description	Level	Baseline Number 2013-2014	Progress target 2015-2016 (Unofficial Data)	Progress target 2016-2017	Progress target 2017-2018
1	Priority school make yearly progress	1	NA	NA	NA	NA
5	School safety	1	18	√	15% reduction (2.43%)	20% reduction (2.754%)
76	Total cohort 4-year grad rate with adv. Designation – all students	1	5% (10)	√	2% increase (10.3%)	3% increase (10.66%)
2	Plan for and implement community school model	1	Develop implementation plan with targets; conduct needs assessment; convene community engagement team; designation of Coordinator	Implementation plan targets met; needs assessment completed; engagement team meetings scheduled and held	50% of targets are met	75% of targets are met
Local Indicator	College Credits Earned by student population	1	(42.8%) (65 out of 152)	√	(45.8%)	(48.8%)
4	Student suspension rate – long term (out of school)	2	44%	√	2% decrease (.88%)	3% decrease (1.32%)
66	2012 Total cohort (10th graders) with 5 or more credits	2	62%	√	3% increase (1.86%)	6% increase (3.72%)
68	2011 Total cohort (11th graders) with 5 or more credits	2	68%	√	3% increase (2.04%)	6% increase (4.08%)
94	Providing 200 hours of extended day learning time (ELT)	2	NA	√	NA	NA
78	Total cohort 4-year grad ate with adv. Designation – black students	2	0%	√	2% increase	3% increase

School in Good Standing

We are all responsible for helping our students refine their reading, writing, listening and speaking skills;
Teamwork is the key to a School in Good Standing.

Class of 2017
90% Graduation Rate

YONKERS PUBLIC SCHOOLS

Dr. Edwin M. Quezada
Superintendent of Schools

RoseAnne Collins-Judon, Assistant Superintendent

Elaine Shine, Executive Director

ROOSEVELT HIGH SCHOOL
EARLY COLLEGE STUDIES

Ed DeChent, Principal
Roosevelt High School – Early College Studies
914.376.8118